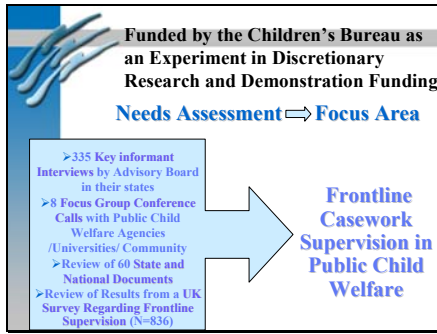


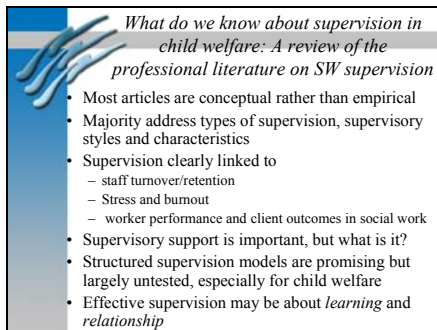
Slide 1



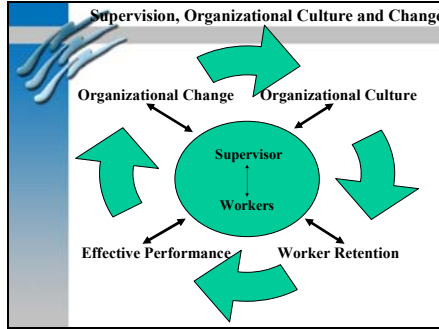
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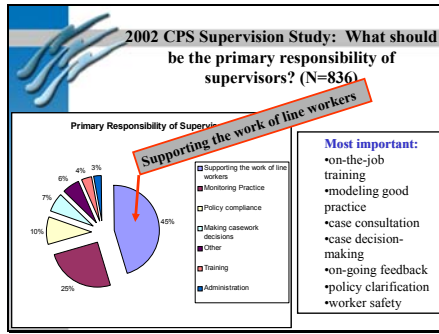
Slide 3



Slide 4



Slide 5



Slide 6


- In the Final Analysis: A Number of Supervisory Practices Seem Particularly Important to Workforce Development and the Effectiveness of CPS Practice**
- Scheduled individual or group **supervision conferences**;
 - Enhancing worker **critical thinking** skills;
 - Promoting **worker self-reflection**;
 - Promoting worker identification of **important casework questions** at the heart the family maltreatment and their application in assessment and treatment;
 - Modeling **evidence-based practice**—both in looking to the professional literature for guidance and in the implementation of an outcomes orientation to their work;
 - Establishing an **organizational culture** in which support, learning, and clinical supervision and consultation are encouraged; and,
 - Using **case review, observation**, and similar methods to assess worker skill and gauge progress.

Slide 7

The Hope of Positive Organizational Change in Public Child Welfare Relies on Partnership

- Public Child Welfare Agency
- University Social Work Programs
- Community Organizations


...as equal players at the table to solve the challenges facing us all



Slide 8

Arkansas Mentoring Family Service Worker Supervisors Project


- Full time mentors work one-on-one with supervisors
- Peer consultation
- On-line tutorials
- Based on Munson's 5 aspects:
 - Structured
 - Regular
 - Consistent
 - Case-oriented
 - Evaluated



Slide 9

Missouri Role Demonstration Model in Child Protective Service Supervision Project

- Foundation in social learning theory
- Observation
 - ↓
 - Cooperative provision
 - ↓
 - Observed provision
 - ↓
 - Independent provision
- 360 Degree Assessment



Slide 10

Mississippi Child Protective Service
Casework Supervision Project


- Cultural Consensus Model
 - 40 aspects of effective supervision
 - Learning labs built around this
- Enhancing a network of peer support and consultation
- Focus on organizational culture



Slide 11

Tennessee Child Protective Services
Supervisors Development Project

- Six learning lab Modules
 - Educative supervision
 - Ethics
 - Cultural competency
 - Evidence-based clinical practice
 - Organizational culture
 - Using data and reports to enhance management
- Mentors matched from within agency or training team



Slide 12

Cross Site Evaluation: Targeted
Outcomes for Public Child Welfare


1. *Increased worker satisfaction with supervision and organizational culture.*
2. *Reduced preventable worker turnover.*
3. *Improved worker practice in assessment and intervention with families.*
4. *Improved outcomes for children and their families.*

Undergirding Process Outcome

1. *Development of authentic partnerships with higher education, the community and public agency that can be used to solve future challenges beyond supervision.*

*** Findings Available Spring 2006***


Slide 13



*Learning Laboratories:
Enhancing Supervision to
Achieve Organizational Change
Through Team Building and
Supervisory Empowerment*

Kim Shackelford, University of
Mississippi and Mississippi Project
Director


Slide 14



**Learning Labs: Utilization of
Participatory Democratic Process**

- Not a Canned Product – example - FGC
- Ask Supervisors about Participation As Group
- Individualization of Labs According to Need of Participants - Flexibility Emphasized
- Real-Life Case Scenarios Used (from supervisors in the labs)
- Generation of Ideas – Wealth of Knowledge of Participants was Recognized and Used
- Genuine Respect of Participants
- Accountability to Peers & Buy-In


Slide 15



**Trust Building – Team
Building**

- Time Up Front
- Group Rules Decided By Group
- Career Life Line
- Sculptures of Units (safe)
- Confidentiality of Group
- Upholding/Support Each Other in Tough Times
- Safe Place to Talk – no ridicule, job not in jeopardy
- Competencies – the process!
- Professional Self-Development Plans (What is in it for me? But also, how can group help me?)


Slide 16



Clinical Casework – Clinical Supervision


How do you as a supervisor know if your social workers/staff are making a difference in the lives of children?

Slide 17



What Mississippi Supervisors have said about the Learning Labs...


Slide 18



We believed the purpose of the labs was to help us

- Improve ourselves
- Improve how we relate to our workers
- Improve how we help our workers improve their work
- Improve how our workers relate to clients
- Improve the client outcomes
- Allow us to KEEP WORKERS (which makes our job as supervisors easier)


Slide 19



During The Process

- Learned we had common issues and problems
- Learned that we could rely on each other for assistance and guidance (cut down on isolation)
- Gained more and more trust (so miserable –decision made to risk sharing problems and nothing bad happened)
- Learned that we could rely on each other for emotional support
- Began to view ourselves as a team and with common goals –sharing resources without resentment
- Began dealing with perception of favoritism regarding resources, assignment of work
- Regional Director became part of the team and shared equally in the process of problem solving
- Regional Director gained power through leadership rather than position

Slide 20



Key Learnings:

Interactive Supervision (Shulman)


- Clinical Supervision is necessary and learned how to do clinical supervision
- What supervisory “work” makes the difference?
- How do I know if my workers are doing quality work? (not just compliance)
- How can I help them learn to do quality work?
- Individual Time With the Worker – Planned, Consistent
- Tuning In – watching for cues, being empathetic, problem-solving-not ignoring, confronting issues, paying attention, helping workers to grow

• **Parallel Process**

- Learning Labs modeled with own staff – staff then model with clients
 - 24 hour policy
 - Workload fairness/assignment

• **Leadership**


Slide 21



**What Keeps Social Workers on the Job;
Within Supervisory Control**

- Not feeling Isolated and Alone
- Making A Difference in the lives of Children and Families
- Seeing Results of Their Work
- Being Treated Fairly
- Recognition of Stress Causing Problems at Work and Personally
- Offering A Forum To Talk About Cases, Problems, Issues, Successes, Professional Growth, Feelings (Individual & Group)


Slide 22



What Keeps Workers on the Job

- Risk Taking being allowed (Safe Environment) – Ideas Offered and Tried or Sharing Own Vulnerabilities/Problems
- Forum To Allow Workers To Offer Solutions and Be Supportive of Each Other – Being part of a team
- Recognition for good work and strengths, celebration of success
- Letting them be creative in their work – casework and organization of work, community development – prevention work – front end sometimes instead of putting pieces of shattered lives together
- Professional Growth Opportunities
- Practice that Makes Sense – Having a say in policy and practice


Slide 23



The data shows we did something right – qualitative and quantitative data

- Ellett Professional Organizational Culture Scale (Ellett, Ellett, and Rugutt, 2003)
- Ellett Social Worker Self-Efficacy Scale (Ellett, Ellett, and Rugutt, 2003)
- Social Worker Turnover Data – Survival Analysis – not complete at this time
- Case Review Data
- Child Outcome Data

Slide 24



Summary of Changes in Supervisor's Perceptions of Professional Organizational Culture

SCALE	Wave by Group Interaction Effect	Intervention Group Change (Wave 1 to Wave 3)	Control Group Change (Wave 1 to Wave 3)
Full POC Scale	Statistically Significant	Gain approached significance ($p=.06$) Retro analysis: Gain (significant)	Decline (not significant) Retro analysis: Loss (not significant)
Quality of Supervision and Leadership	Statistically Significant	Statistically Significant gain	Decline (not significant)
Collegial Sharing and Support	Statistically Significant	Gain (not significant) Retro analysis: Gain (significant)	Decline (not significant) Retro analysis: Loss (not significant)
Professional Commitment	Not significant	Gain (not significant) Retro analysis: Gain (significant)	Decline (not significant) Retro analysis: Loss

Slide 25

Summary of Changes in Social Workers' Perceptions of Self-Efficacy			
SCALE	Wave by Group Interaction Effect	Intervention Group Change (Wave 1 to Wave 3)	Control Group Change (Wave 1 to Wave 3)
Full SE Scale	Significant	Gain (approached significance $p=.10$) Retro analysis: Gain (significant)	Loss (Significant) Retro analysis: Loss (not significant)
Client Assessment and Analysis	Significant	Gain (approached significance $p=.09$) Retro analysis: Gain (significant)	Loss (not significant) Retro analysis: Loss (not significant)
Effort and Persistence	Not significant	Retro Analysis: Gain (not significant)	Loss (not significant)

Slide 26

Findings from Participant Focus Groups Summer 2004

In what ways have you implemented the principles and skills of clinical practice in your everyday practice?

- Supervisory accountability and openness to feedback [AR, MO, MS]
- Developing tools for workers to use to promote better work and reframing forms as clinical tools [MS, MO, AR]
- Use and development of peer network with other Teams/Supervisors—"one agency" [MO, MS]

New findings in 2005

- Finding their voice
- Focusing attention on "the why"

Slide 27


Examples of changes in interaction with staff:

- Facilitating workers self-reflective practice, learning to ask the right questions, and make case decisions themselves [TN, MS, AR, MO]
- Use of peer casework consultation [TN, MS, MO, AR]
- Using clinical skills to assess staff/ Maximizing worker strengths [MO, MS, TN]
- Modeling a more strength-based/less punitive approach [MS, MO]
- Identifying parallel process [AR, MS]

New in 2005

- Scheduled supervisory conferences— "save it"
- Connection to reason behind administrative decisions and agency priorities


Slide 28



Examples of Changes in Worker Practice that Participants Attribute to Changes in Their Supervisory Practice

- Greater independence/Making decisions themselves [MS, MO, TN, AR]
- Philosophical change in approach as evidenced in interaction with families, narratives, and assessment of families [MS, AR, MO]
- Enhanced self confidence and empowerment [TN, MS, AR]
- Self care behaviors [MS, AR, MO]
- Enhanced teamwork and peer consultation [MS, MO]


Slide 29



Changes in Worker Practice from 2005

- Comprehensive application of questions to assess cases
- Creative solution-building, expanded horizons
- More time working with families to develop case plans, assess change
- Commitment to doing good work with clients– *“they are trying as hard as we are”*

Slide 30



Changes in Practice, Part Two

- Focus on positive relationship with clients– *“I have a relationship with this worker and I want to do this because she sincerely cares and I want to get my child back, not because I have these mandates on me.”*
- Facilitating client action
- Clinically-focused documentation, and creative, on-target case plans
- Competent articulation of case decisions in court

Slide 31

**Observed Impact on Clients
Noted In 2005**

- Fewer client complaints, more thank yous
 - “We had a client saying ‘we had a positive experience with our daughter and her children’ and so they were inviting us to come and talk to a community group”
- Clients behave as “home owners not renters”, don’t view workers as “welfare ladies” or “evil baby-stealers”
 - Self-initiated treatment/participation
- Cases moving more quickly, anecdotal belief that kids are going home sooner

Slide 32

**Other Professional Development
Outcomes**

- Educational Attainment: from 22 BAs/14 MAs in 2002 to 3 BAs/27 MAs (or enrolled)
- 360° Assessment and Individualized Learning Plans
- Improved organizational culture: quality of leadership and professional commitment
- Self-efficacy: efficacy outcomes
- Worker practice/quality assurance standards

Slide 33

The clinical supervision projects reinforce an important lesson in organizational renewal

The answers to improving child welfare outcomes do not reside in quick fixes and inadequate resources.

- Investment in supervision—the lynchpin of child welfare—offers the potential for
 - Promotion of a learning organizational culture
 - A sound foundation for practice improvement over time
 - A sustained workforce

